Summer 2018

World Literature II (UNG)

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See next page for additional authors

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Grants Collection
University of North Georgia

UNIVERSITY SYSTEM
OF GEORGIA

Anita Turlington, Matthew Horton, Laura Ng, Laura Getty,
Kyounghye Kwon, Karen Dodson, and Corey Parson

World Literature II

Affordable Learning Georgia

Georgia's Virtual Library
GALILEO
An Initiative of the University System of Georgia

Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project's aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.

Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle:	Round 9
Internal Submission Deadline:	Sunday, April 30, 2017
Application Title:	318
Application ID:	#001753
Submitter First Name:	Anita
Submitter Last Name:	Turlington
Submitter Title:	Associate Professor, English
Submitter Email Address:	anita.turlington@ung.edu
Submitter Phone Number:	678-717-3935
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Anita
Applicant Last Name:	Turlington
Co-Applicant Name:	--
Applicant Email Address:	anita.turlington@ung.edu
Applicant Phone Number:	678-717-3935
Primary Appointment Title:	Faculty--Associate Professor, English
Institution Name(s):	University of North Georgia
Submission Date:	Monday, May 1, 2017
Proposal Title:	318
Final Semester of Instruction:	Spring 2018

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Anita Turlington, Associate Professor, English, anita.turlington@ung.edu;
Dr. Matthew Horton, Associate Professor, English, matthew.horton@ung.edu;
Dr. Laura Ng, Associate Professor, English, laura.ng@ung.edu;
Dr. Laura Getty, Professor, English, laura.getty@ung.edu;
Dr. Kyounghye Kwon, Associate Professor, English, Kyounghye.kwon@ung.edu;
Karen Dodson, Assistant Professor, English; Karen.dodson@ung.edu.
Corey Parson, Managing Editor, UNG Press; corey.parson@ung.edu

Sponsor, (Name, Title, Department, Institution):

Dr. Joyce Stavick, Head, UNG English Department

Dr. Shannon Gilstrap, Associate Head, UNG English Department

Course Names, Course Numbers and Semesters Offered:

English 2112, World Literature II

English 2112 is a study of world literature from the eighteenth century to the present, which involves reading, analyzing and interpreting significant literary works within their historical, social, and cultural contexts. The course carries three hours of credit. Prerequisite: English 1102 with a grade of C or higher.

English 2112 is offered fall, spring, and summer semesters.

Average Number of Students per Course Section:	25 - 32
Number of Course Sections Affected by Implementation in Academic Year:	25
Total Number of Students Affected by Implementation in Academic Year:	750
List the original course materials for students (including title, whether optional or required, & cost for each item):	While some professors use texts available online in order to save students the cost of a conventional textbook, most require traditional textbooks. Professors currently have three options for required texts in English 2112:Norton Anthology of World Literature, vol. D,E,F. The cost new: $83.76; rental, $36.26; average used cost, $55.00Norton Anthology of World Literature, shorter edition, vol.2. The cost new: $67.50; rental, $36.26; average used cost, $36.19Longman Anthology of World Literature, vol. D,E,F. The cost new: $94.75; rental, $80.17; average used cost, $74.99

Proposal Categories:	Specific Top 50 Lower Division Courses
Requested Amount of Funding:	$30,000
Original per Student Cost:	$55 - $83, as most students purchase new or used texts
Post-Proposal Projected Student Cost:	No cost unless instructors supplement with additional texts
Projected Per Student Savings:	All costs, so average of $55 - $83
Projected Total Annual Student Savings:	$55 - $83 x 750 students = $41,250 - $63,000.

Creation and Hosting Platforms Used ("n/a" if none):

We will be using InDesign and an Epub editor in order to design a text that is available to students to read interactively on a desktop or laptop computer, an e-reader, a tablet, or a smartphone.

Other than being hosted via the Galileo site, we will also make the text available through the UNG Press site, and through Digital and Creative Commons sites.

Project Goals:

Materials Creation:

We have four primary goals in developing this open-access textbook for English 2112:

Our primary goal is to design a textbook that contains a representative number of canonical selections included in most similar texts (through 1922, which is the limit for public domain materials), and then links to sites that contain post-1922 works.
The text will be open access and contain internal links that allow for a variety of pedagogical approaches (e.g., chronological or themed).
This course presents a unique challenge to developers because, while the course description includes literature from the post-1922 period, public domain access is not currently available after 1922, so in addition to embedding links in the table of contents to newer works, we will also develop and Instructor's Guide offering a variety of options to find or obtain works post-1922.
In addition, development of the Instructor’s Guide will provide an opportunity to create syllabi and other recommended course materials and resources that model integrative learning and transparent teaching and learning practices.

Student success and savings:

Our team has six goals concerning student success and savings:

Our overall goal is to develop an open source text that students will use on a variety of platforms with which they are comfortable and to which they have easy access: computer, tablet, e-reader, and smartphone.
Related to goal one in this section, students who have ready access to a text on a familiar platform that is easy to navigate are more likely to remain in the course and succeed. Additionally, we will eliminate textbook cost as a barrier to student access and success.
As our text will include discussion questions, which are generally not included in literature anthologies, we will enhance student success by offering students guidance as they read as well as the opportunity to more readily understand the significance of texts.
As the text will not include an overwhelming number of selections, it will be more easily navigable for students and less intimidating than a traditional anthology.
Faculty who use syllabi and other resources in the Instructor's Guide will enhance student success through use of transparent teaching and learning practices and integrative learning methodologies.

Pedagogical transformation:

We have five goals for pedagogical transformation:

To facilitate innovative faculty approaches to the course, we will include tools (a world map with live links to texts, alternate tables of content) that allow faculty to present the course using a variety of methodologies;
To promote integrative and cross-disciplinary approaches to the course, we will promote the option of stand-alone themed units, by both English faculty and faculty in other disciplines. For example, a history professor might enhance a World History course with essays or poems by Romantic poets in response to industrialization; faculty teaching courses in the Gender Studies minor might use a themed unit on Women Writers and Poets; a Biology professor might enhance a course by assigning essays or literary selections that engage cultural anxieties about the increasing influence of scientific inquiry. In addition, we will promote the use of integrative and cross-disciplinary activities and projects within the English 2112 course.
By including an Instructor's Guide, we will encourage faculty to use interactive features of the text, promote the use of the text by faculty in other disciplines, and direct faculty to a variety of options for finding additional materials.
The Instructor's Guide will offer suggested integrative learning activities, assignments, and projects through themed units.
Introductory sections, discussion questions, and writing topics will offer more guidance to instructors than is typically available in traditional texts. Because survey courses are often taught by less experienced faculty, these additions will be significantly helpful in maintaining consistent course quality.

Statement of Transformation:

English 2112 will be transformed in the following ways:

- Because students will have ready access to texts that are designed to be more student-friendly, we expect overall retention rates to increase and the DFW rate to begin to decline.
- Because UNG includes in its overall mission an access mission, particularly on the campuses that offer associate degrees, offering a text that is affordable, accessible, and more student-focused will increase student success rates and retention rates among nontraditional, first-generation, and working students.
- While there is no currently available standardized syllabus, our instructor's guide will include sample syllabi based on a variety of approaches. These materials, along with the textbook, will facilitate smoother transition for new or adjunct instructors, thus ensuring more consistent quality of instruction. The English department will gain considerable support for new and adjunct faculty as well as support for current faculty to adopt innovative approaches.
- Foregrounding the use of integrative activities and cross-disciplinary pedagogies will align the course more securely with USG's Strategic Imperatives: flexible programs (Strategic Imperative 1) and currency and innovation (Strategic Imperative 3).
- Additionally, the course as taught by faculty employing these materials will more directly address UNG's stated mission to "provide a culture of academic excellence in a student-focused environment that includes quality education, service, inquiry, and creativity."

Stakeholders who will be affected by this transformation include potentially 750 or more students each academic year who enroll in English 2112 to meet general core requirements for Area B or C. Faculty stakeholders include English faculty on 5 campuses as well as other potential faculty in a variety of disciplines who will gain newly accessible materials and tools for teaching English 2112 more innovatively or materials and tools for enhancing another course.

Transformation Action Plan:

Our plan to develop an open access text for World Literature II with an accompanying Instructor’s Guide will proceed as follows:

1. We have developed a preliminary table of contents. The work of ***finalizing the table of contents and identifying potential works available through public domain as well as links to later works*** will be divided among five contributing English professors:

- Dr. Laura Getty specializes in European, British, and East Asian literature,
- Dr. Kyounghye Kwon specializes in Asian and American literature,
- Dr. Laura Ng specializes in literature of the Americas and Europe, and
- Prof. Dodson specializes in British, American and Middle Eastern literature
- Prof. Turlington specializes in 19th and 20th century British literature.

2. Once preliminary selections are identified, Corey Parson, Managing Editor of UNG Press and expert in Copyright Compliance, ***will review submissions for copyright compliance.***

After the table of contents is finalized, she will further conduct citation reviews and assign OER licensing.

3. Once the textbook draft is complete, Corey will also work with consultants ***to conduct a peer review of the preliminary draft.***

4. Once the Table of Contents is finalized and verified by Corey to be in copyright compliance, Dr. Matthew Horton, who has developed, designed and self-published a number of textbooks for his own course, ***will be responsible for text production; he will design the textbook and input the content.***

5. Prof. Anita Turlington, an experienced curriculum designer and copy editor, ***will research and contribute works to the text as well as copy edit original material, design and write the Instructor's Guide, develop suggested syllabi, and include options for course design and structure, as well as suggested optional resources. She will also write and submit grant reports.***

6. Once the textbook has been revised as needed and implemented, Anita Turlington and other members of the grant team ***will present workshops during Spring 2018 semester to encourage faculty in other disciplines to use the text to enhance their courses.***

7. Professor Turlington will work with Dr. Joyce Stavick and Dr. Shannon Gilstrap ***to collect data from student evaluations and Banner reports to assess the effectiveness of the newly developed materials.***

8. Professor Turlington will ***work with faculty implementing the newly developed materials to conduct student surveys on the effectiveness of the materials.***

9. Professor Turlington will work with Dr. Joyce Stavick and Dr. Shannon Gilstrap ***to train new faculty as needed to use the newly developed materials.***

The textbook will be accessible through the Galileo site listing ALG textbooks, UNG Press site, and Digital Commons and Creative Commons sites.

Quantitative & Qualitative Measures: 1. We will collect quantitative data on how the DFW rates are affected by implementation of the text; in the last three academic years, the DFW rate in English 2112 has ranged from a low of 12% to a high of 17%. We expect to see the rate begin to drop.2. Other measures used in instructor evaluations will provide information on the positive impact of the use of the text and accompanying resources. Students respond to the following statements for every course they complete:"The course material reflected the course objectives;""The course objectives were clearly stated in the syllabus;""Assignments helped me learn the course content;" and"Thought-provoking ideas and concepts were introduced."3. Qualitative measures will include student surveys conducted at mid-point and the end of each course to collect student impressions of textbook selections, course design, assignments, and assessment measures.

Timeline:

Attend initial kick-off meeting—Turlington and Parson

MILESTONE I: June 1

Initial Table of Contents and Images compiled for review and research by faculty contributors Getty, Kwon, Ng, Turlington and Dodson

June 14: Title substitutions deadline – this deadline is for title substitutions for content that was initially proposed but cannot be obtained online

MILESTONE II: July 1

Final Table of Contents deadline, after which no new titles may be added
Faculty contributors Getty, Kwon, Ng, Turlington and Dodson submit online text sites
Review of revised Table of Contents, citations, and bibliography for accurate copyright and license citations conducted by Parson
Textbook design and production begins by Horton

****Introduce Textbook in English department opening department meeting and recruit faculty for initial implementation.**

MILESTONE III: August 30

Initial drafts of original written materials due to Turlington for copyediting
Initial draft of Instructor's Guide completed by Turlington
Textbook design and production continues by Horton

MILESTONE IV: September 30

Final review of citations compliance by Parson
Revised original materials completed by faculty contributors
Revised draft of Instructor's Guide completed by Turlington
Textbook design and production complete by Horton
Textbook draft submitted to UNG Press staff for peer review by consultants

MILESTONE V: October 30

Textbook draft received from peer reviewers; any revisions to be made initiated by faculty, Turlington and Horton

MILESTONE VI: November 15

Revisions in response to peer review completed by faculty, Turlington and Horton
Introduction of text to English instructors who will implement textbook use in Spring 2018 by Turlington and Horton

MILESTONE VII: Spring semester 2018

Text and Instructor's Guide implemented in English 2112 classes
Workshops presented to UNG faculty in other disciplines--Turlington and Horton
Assessment measures completed by Turlington with Stavick and Gilstrap
Final grant report submitted--Turlington

Budget:

Grant funding request: $30,000

Breakdown of costs and budget items:

Travel

Travel and expenses for team members to attend kick-off meeting: $800

Personnel costs:

Stipend for Dr. Matthew Horton to design and produce the textbook: $5000
Stipend for Prof. Anita Turlington to conduct research on text selections, submit text selections for copyright review, and write and develop original material; develop Instructor's Guide; copyedit original material; write and submit grant reports; present workshops; train faculty; and assess effectiveness of text : $5000
Stipend for Dr. Laura Getty to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
Stipend for Dr. Laura Ng to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
Stipend for Dr. Kyounghye Kwon to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
Stipend for Prof. Karen Dodson to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
Fee for Corey Parson to conduct copyright compliance reviews and obtain OER licensing: $5000
Fee for consultant peer reviewers: $2000

Materials

Purchase of E-pub editing program: $200

Sustainability Plan:

English 2112 will continue to be offered every semester on 3 of UNG’s 5 campuses (Dahlonega, Gainesville, and Oconee) and fully online; the number of sections offered on the Cumming campus will increase as enrollment grows, and it will eventually be offered at the Blue Ridge campus. All faculty teaching the course online will use the open source text, as will adjunct faculty.

Because the development team includes most of the faculty who regularly teach the course, on the three largest campuses and online, we can state confidently that most of the course sections in a given semester will be taught using the newly developed text; because our department is committed to lowering textbook costs and making textbooks easily accessible to students, other faculty and new faculty teaching English 2112 will be encouraged to use the text.

To encourage and facilitate adoption of course units by faculty in other disciplines, we will offer workshops through the Center for Teaching, Learning and Leadership at least once each semester.

UNG | UNIVERSITY of NORTH GEORGIA™
COLLEGE OF ARTS & LETTERS
Department of English

April 26, 2017

Dear Members of the ALG Grant Committee:

Writing a letter of support for the interdisciplinary team working on a new textbook for Affordable Learning Georgia (ALG) is a pleasure. The University of North Georgia (UNG) has an established history authoring well-received, no-/low-cost texts under ALG's aegis in several disciplines, including History, First-Year Composition, and World Literature I. This latest team, led by Prof. Anita Turlington and including three ALG textbook alumni, will no doubt continue this history of excellence with *Masterpieces of World Literature: 1650-1922*. In addition to the English Department's support, the UNG Press has agreed to conduct a peer review of all of this textbook's entries, demonstrating University-wide faith in the team, the textbook, and ALG's mission. I hope that ALG will also show its support by awarding a grant to the team.

Prof. Turlington, as General Editor, is heading up an experienced team of scholars and professionals whose classroom, library, and scholarly experience will no doubt produce a text of which ALG will be proud. Moreover, students will be exposed to and come to understand global literature and culture through an accessible and affordable book. The team has identified students in English 2112: World Literature II as the textbook's primary audience. As this course is a regular offering not only in several areas of many USG institutions' core curriculums but also through eCore, the book has an immediate audience. However, not content with a limited audience, this team plans to compose an Instructor's Guide which will provide alternate structures for presenting the book in themed sections, opening the book to stand-alone units that will enhance courses in other disciplines outside of English. The combined discipline-specific and interdisciplinary opportunities for this book are tremendous, and the English Department applauds the team for thinking in this way. No doubt students will recognize the interdisciplinary motivation in the text's structure, and their college experience will be enhanced.

Ultimately, investing funds from an ALG grant in the team working on the textbook *Masterpieces of World Literature: 1650-1922* will pay dividends for the population most affected by the textbook – students in Georgia. We already know that ALG's efforts save students money and contribute to retention. Know that when ALG awards this interdisciplinary team a grant to continue their work, I and Dr. Joyce Stavick, Department Head of English, will in turn grant the team our full support.

Respectfully submitted,

Shannon N. Gilstrap, Ph.D.
Associate Department Head: English

cc: Joyce Stavick, Ph.D. / Department Head: English

Blue Ridge Cumming Dahlonega Gainesville Oconee
P.O. Box 1358 | Gainesville, Georgia 30503 | 678.717.3697 | Fax 678.717.3832 | ung.edu
The University of North Georgia is designated as The Military College of Georgia® and as a State Leadership Institution.

Affordable Learning Georgia Textbook Transformation Grants

Round Nine

For Implementations beginning Summer Semester 2017

Running Through Spring Semester 2018

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- ***Note: The only way to submit the proposal is through the online form in Georgia Tech's InfoReady Review at:***

  https://gatech.infoready4.com/#competitionDetail/1757803

- *If you are copying and pasting into InfoReady Review from this form, first convert the file to* ***plain text*** *and copy/paste from the plain text file.*
  - *In Word, go to File > Save As… > and change the file format to "Plain Text (.txt)."*
  - *Copy and paste from the .txt file.*
  - *Be sure to save both copies in case you are asked to resubmit.*
- *Microsoft Word Document formatting pasted into InfoReady Review will render the reviewer copy unreadable.* ***If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	Anita Turlington
Submitter Title	Associate Professor, English
Submitter Email	Anita.turlington@ung.edu

Submitter Phone Number	678-717-3935
Submitter Campus Role	Proposal Investigator
Applicant Name	Anita Turlington
Applicant Email	Anita.turlington@ung.edu
Applicant Phone Number	678-717-3935
Primary Appointment Title	Associate Professor, English
Institution Name(s)	University of North Georgia
Team Members	• ***Anita Turlington, Associate Professor, English, anita.turlington@ung.edu;*** • ***Dr.Matthew Horton, Associate Professor, English, matthew.horton@ung.edu;*** • ***Dr.Laura Ng, Associate Professor, English, laura.ng@ung.edu;*** • ***Dr.Laura Getty, Professor, English, laura.getty@ung.edu;*** • ***Dr.Kyounghye Kwon, Associate Professor, English, Kyounghye.kwon@ung.edu;*** • ***Karen Dodson, Assistant Professor, English; Karen.dodson@ung.edu.*** • ***Corey Parson, Managing Editor, UNG Press; corey.parson@ung.edu***

<table>
<tr><th></th><th colspan="5"></th></tr>
<tr><td>Sponsor, Title, Department, Institution</td><td colspan="5">Dr. Joyce Stavick, Head, Department of English, University of North Georgia and Dr. Shannon Gilstrap, Associate Head, Department of English, University of North Georgia</td></tr>
<tr><td>Proposal Title</td><td colspan="5">Masterpieces of World Literature: The Age of Reason to the Twentieth Century: Development of an Open Access Textbook for English 2112</td></tr>
<tr><td>Course Names, Course Numbers and Semesters Offered</td><td colspan="5">English 2112, World Literature II
English 2112 is a study of world literature from the eighteenth century to the present, which involves reading, analyzing and interpreting significant literary works within their historical, social, and cultural contexts. The course carries three hours of credit. Prerequisite: English 1102 with a grade of C or higher.
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Original Per Student Cost	Because a limited number of textbooks are available for rent, most students attempt to purchase used textbooks. The majority of UNG English faculty require the Norton anthology (either the 3-volume set or the shorter edition); thus, the average cost per student ranges from $36 - $83. Most students purchase either a mid-range used text, at an approximate cost of $55 or a new text.
Post-Proposal Projected Per Student Cost	The only cost to students will be incurred if professors choose to supplement the free text with additional texts.
Projected Per Student Savings	Most student are likely to spend approximately $55 on a used textbook.
Projected Total Annual Student Savings	Assuming that current student costs average $55 – $83, assuming approximately 750 students per academic year, total cost savings will range from $41,250 - $63,000.
Creation and Hosting Platforms Used	We will be using InDesign and an Epub editor in order to design a text that is available to students to read interactively on a desktop or laptop computer, an e-reader, a tablet, or a smartphone. Other than being hosted via the Galileo site, we will also make the text available through the UNG Press site, and through Digital and Creative Commons sites.

NARRATIVE

1.1 PROJECT GOALS

Materials Creation:
We have four primary goals in developing this open-access textbook for English 2112:

- Our primary goal is to design a textbook that contains a representative number of canonical selections included in most similar texts (through 1922, which is the limit for public domain materials) and then links to sites that contain post-1922 works.
- The text will be open access and contain internal links that allow for a variety of pedagogical approaches (e.g., chronological or themed).
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- As our text will include discussion questions, which are generally not included in literature anthologies, we will enhance student success by offering students guidance as they read as well as the opportunity to more readily understand the significance of texts.
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selections that engage cultural anxieties about the increasing influence of scientific inquiry. In addition, we will promote the use of integrative and cross-disciplinary activities and projects within the English 2112 course.

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1.2 STATEMENT OF TRANSFORMATION

English 2112 will be transformed in the following ways:

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2. Once preliminary selections are identified, Corey Parson, Managing Editor of UNG Press and expert in Copyright Compliance, will review submissions for copyright compliance. After the table of contents is finalized, she will further conduct citation reviews and assign OER licensing.
3. Once the textbook draft is complete, Corey will also work with consultants to conduct a peer review of the preliminary draft.
4. Once the Table of Contents is finalized and verified by Corey, Dr. Matthew Horton, who has developed, designed and self-published a number of textbooks for his own courses, will be responsible for text production: he will design the textbook and input the content.
5. Prof. Anita Turlington, an experienced curriculum designer and copy editor, will copy edit original material and will design and write the Instructor's Guide, which will include suggested syllabi, options for course design and structure, and suggested optional resources. She will also write and submit grant reports.
6. Once the textbook has been revised as needed and implemented, Anita Turlington and other members of the grant team will present workshops during Spring 2018 semester to encourage faculty in other disciplines to use the text to enhance their courses.
7. Professor Turlington will work with Dr. Joyce Stavick and Dr. Shannon Gilstrap to collect data from student evaluations and Banner reports to assess the effectiveness of the newly developed materials.
8. Professor Turlington will work with faculty implementing the newly developed materials to conduct student surveys on the effectiveness of the materials.
9. Professor Turlington will work with Dr. Joyce Stavick and Dr. Shannon Gilstrap to train new faculty as needed to use the newly developed materials.

The textbook will be accessible through the Galileo site listing ALG textbooks, UNG Press site, and Digital Commons and Creative Commons sites.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

1. We will collect quantitative data on how the DFW rates are affected by implementation of the text; in the last three academic years, the DFW rate in English 2112 has ranged from a low of 12% to a high of 17%. We expect to see the rate begin to drop.

2. Other measures used in instructor evaluations will provide information on the positive impact of the text and accompanying resources. Students respond to the following statements for every course they complete:

- "The course material reflected the course objectives;"
- "The course objectives were clearly stated in the syllabus;"
- "Assignments helped me learn the course content;" and
- "Thought-provoking ideas and concepts were introduced."

We will sample these measures over an extended period and compare data trends to course sections using other texts.

3. Qualitative measures will include student surveys conducted at mid-point and the end of each course to collect student impressions of textbook selections, course design, assignments, and assessment measures.

1.5 TIMELINE

Attend initial kick-off meeting—Turlington and Parson

MILESTONE I: June 1

Initial Table of Contents and Images compiled for review and research by faculty contributors Getty, Kwon, Ng, Turlington and Dodson

June 14--Title substitutions deadline – this deadline is for title substitutions for content that was initially proposed but cannot be obtained online

MILESTONE II: July 1

- Final Table of Contents deadline, after which no new titles may be added
- Faculty contributors Getty, Kwon, Ng, Turlington and Dodson submit online text sites
- Review of revised Table of Contents, citations, and bibliography –for accurate copyright and license citations conducted by Parson
- Textbook design and production begins by Horton

****Introduce Textbook in English department opening department meeting and recruit faculty for initial implementation.—Turlington**

Interim grant reports submitted--Turlington

MILESTONE III: August 30

- Initial drafts of original written materials due for copyediting to Turlington
- Initial draft of Instructor's Guide completed by Turlington
- Textbook design and production continues by Horton

MILESTONE IV: September 30

- Final review of citations compliance--Parson
- Revised draft of Instructor's Guide completed--Turlington
- Textbook design and production complete--Horton
- Textbook draft submitted for peer review--Parson

MILESTONE V: October 30

- Textbook draft received from peer reviewers; any revisions to be made initiated by Turlington and Horton

MILESTONE VI: November 15

- Revisions in response to peer review completed by Turlington and Horton
- Introduction of text to English instructors who will implement textbook use in Spring 2018--Turlington

MILESTONE VII: Spring semester 2018

- Use of text and Instructor's Guide implemented in English 2112 classes
- Workshops presented to UNG faculty in other disciplines—Turlington and Horton

- Initial assessment of materials effectiveness—Turlington, working with Dr. Stavick and Dr. Gilstrap
- Final grant report submitted--Turlington

1.6 BUDGET

Grant funding request: $30,000

Breakdown of costs and budget items:

Travel

- Travel and expenses for team members Turlington and Parson to attend kick-off meeting: $800

Personnel expenses

- Stipend for Dr. Matthew Horton to design and produce the textbook: $5000
- Stipend for Prof. Anita Turlington to develop Instructor's Guide, copyedit original material, present workshops on materials use, conduct assessments, and write and submit grant reports: $5000
- Fee for Corey Parson to conduct copyright compliance reviews and obtain OER licensing: $5000
- Stipend for Dr. Laura Getty to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
- Stipend for Dr. Laura Ng to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
- Stipend for Dr. Kyounghye Kwon to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
- Stipend for Prof. Karen Dodson to conduct research on text selections, submit text selections for copyright review, and write and submit original material: $3000
- Fee for peer reviewers contracted with UNG press: $2000

Materials

- Purchase of E-pub editing program: $200

1.7 SUSTAINABILITY PLAN

English 2112 will continue to be offered every semester on 3 of UNG’s 5 campuses (Dahlonega, Gainesville, and Oconee) and fully online; the number of sections offered on the Cumming campus will increase as enrollment grows, and it will eventually be offered at the Blue Ridge campus. All faculty teaching the course online will be encouraged to use the open source text, as will adjunct faculty.

Because the development team includes most of the faculty who regularly teach the course, on the three largest campuses and online, we can state confidently that most of the course sections in a given semester will be taught using the newly developed text; because our department is committed to lowering textbook costs and making textbooks easily accessible to students, we anticipate that other faculty and new faculty teaching English 2112 will be encouraged to use the text.

To encourage and facilitate adoption of course units by faculty in other disciplines, we will offer workshops through the Center for Teaching, Learning and Leadership at least once each semester.

1.8 REFERENCES & ATTACHMENTS

This could include any citations, references, your administrative letter(s) of support, etc. Letters of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.

Syllabus

Welcome to English 2112: World Literature II!

Course Description: This course is a study of world literature from the seventeenth century to the present, which involves reading, analyzing, and interpreting significant literary works within their historical, social, and cultural contexts.



Prerequisites: ENGL 1102 or ENGL 1102H with a grade of C or higher.

Course Objectives:

- Introduce students to a variety of literatures from around the globe.
- Enable students to interpret literary works within their social, historical, and cultural contexts.
- Provide opportunities for students to connect the themes of the literature to contemporary issues, experiences, or texts.
- Enable students to think critically through reading, interpreting, and writing about literature.

This course is divided into three units. Each unit begins with a unit overview, which includes readings, assignments, and due dates.

Course Content:

- **Unit 1:** Literature of the Enlightenment, Early Asian Travel Literature (weeks 1-5, volume 4 of our text)
- **Unit 2:** Revolutions, Romanticism, Realism (weeks 6-9, volume 5 of our text)
- **Unit 3:** Modernism, Postcolonial, Contemporary (weeks 11-16, volume 6 of our text)

Methods:

In order to meet these objectives, students will:

- Read a variety of literatures from around the world.
- Read about the historical, social and political contexts of the material in the anthology.
- View PowerPoint “lectures” in the course.
- Take weekly quizzes designed to help students assess their own understanding of the material.
- Respond to weekly discussion questions about the literature and its themes; its social, historical, and cultural contexts; and its contemporary relevance.
- Take two major exams—a midterm and a final. The exams are designed to assess whether students have read and understood the material.

English 2112, Spring 2018

Anita Turlington
Associate Professor, English
Gainesville Campus

Contact Information for Prof. Turlington:

Office: Academic IV (Nesbitt), Room 4152

Office Hours: See grid below.

Office Phone: 678-717-3935

Email address: anita.turlington@ung.edu
Please email me directly at this address; do not use the email feature in D2L.

Professor Turlington's Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Office hours	9:30-10:45 Office hours	Off Campus	9:30-10:45 Office hours	Off campus
Office hours	11:00-12:15 Honors English 2150	Off Campus	11:00-12:15 Honors English 2150	Off campus
Lunch/ meetings	12:30-1:45 English 2112	Off Campus	12:30-1:45 English 2112	Off campus
Office hours	2:00-3:15 English 1102	Off Campus	2:00-3:15 English 1102	Off campus

Please note that I am available on the Gainesville campus on Mondays, Tuesdays and Thursdays. When I am off campus, I am available to you via virtual office hours that you can email me to schedule. During those times, we can Facetime, talk on the telephone, or use the Chat function in elearning.

Major Assignments:

1. **Readings & Lectures**: This class is reading intensive. It is imperative that you keep up with the readings and **study** the material as this is the basis for quizzes, discussion questions, and exams. The beginning of each unit contains some additional resources that may help you understand and interpret the material

such as the following:

- Period Introduction Overviews
- Author Introductions
- PowerPoint “lectures”

Each week, you should read the assigned readings in your ebooks and all of the supplemental materials, particularly the PowerPoints, which will help prepare you for discussion questions and quizzes.

2. **Quizzes** You will take weekly quizzes online on the readings, period introductions and/or individual authors. Here are some details about the quizzes:

   - They are objective, multiple choice.
   - They consist of 20 questions.
   - Questions are valued at 1 point each.
   - There are 15 quizzes over the course of the semester
   - The total of all quizzes will equal 15% of your grade for the course.

3. **Discussion boards**: You will answer discussion questions each week regarding the readings. You will be required to post substantially and thoughtfully and reply to 2 of your classmates. You should think of your postings as short, weekly essays. Your postings will be graded according to the following rubric:

   “A” Level Responses
   - At least 3 paragraphs written (5-6 sentences each), incorporating a significant number of concepts and terminology from the course materials.
   - Includes 3 or 4 relevant quotations or examples, which are clearly cited and fully explained. Support information is related to and supportive of the topic/subject.
   - The student shares several of his/her own opinions and experiences related to the topic using specific examples from his/her own knowledge or other reading materials. Some of the strongest answers relate the reading to previous readings, knowledge of the time period, etc.
   - Responds to 2 of his or her peers in detail. These responses help generate discussion by asking questions, respectfully disagreeing, providing additional insights from experience, and exploring different aspects of the text in question.
   - Virtually free of errors in grammar and punctuation; if applicable, sources are properly cited.

   “B” Level Responses
   - Two or three paragraphs incorporating one or two concepts from the course materials
   - Includes 2 or 3 relevant quotations or examples. Quotations are cited and explained but lack the detail of a "4." Support information has minor weaknesses in relatedness to and/or support of the topic/subject.

- The student shares some of his/her own opinions and experiences related to the topic using specific examples from his/her own life or other reading materials. This level may not be as detailed as the A response.
- Responds to 2 of his or her peers in detail. These responses help generate discussion by asking questions, respectfully disagreeing, providing additional insights from experience, and exploring different aspects of the text in question.
- May have one or two minor grammar or punctuation errors, but nothing that impedes the flow of thought; if applicable, sources are properly cited.

<u>“C” Level Responses</u>

- One or two paragraphs incorporating one or two concepts from the course materials
- Includes 1 or 2 relevant quotations or examples, which may not be cited properly or not fully explained. Support information has major weaknesses in relatedness to and/or support of the topic/subject.
- The student shares one detailed example or opinion.
- Responds to 2 peers, but responses are the bare minimum and don't say much more than "good job" or "I agree." These responses do not generate much discussion or offer insights.
- Has 3 or 4 significant grammar or punctuation errors such as comma splices/run-ons, fragments, subject/verb agreement errors, awkward phrasing, and misplaced modifiers; if applicable, sources are not cited accurately.

<u>“D” Level Responses</u>

- A few sentences with no concepts from the course materials.
- Includes 1 quotation, but it was not cited or explained. An attempt has been made to add support information, but it was unrelated or confusing.
- The student shares one experience with the class, but does not go into much detail. The student shares his/her opinion briefly but does not support it with much detail.
- Responds to fewer than two posts.
- Has 5 or more significant grammar or punctuation errors such as comma splices/run-ons, fragments, subject/verb agreement errors, awkward phrasing, and misplaced modifiers; if applicable, sources are not cited accurately.

<u>“F” Level Responses</u>

- Offers only one or two sentences in response to the question but does not elaborate (“one-liners”).
- Does not write in complete sentences.
- Does not respond to others.

4. **<u>Mid-term and final exams:</u>** You will take both a mid-term and a final exam. In accordance with the quality requirements for online learning, all online courses must include at least one proctored activity. In order to fill that requirement, I have decided that **your final exam will be on campus at the Gainesville location**. If you cannot make the time and date, there are alternative testing options, which are explained in the “Start Here” module of the course. Some

details on the midterm and final:

- These exams are primarily objective, multiple choice or true/false, but will also include 2 – 3 paragraph questions.
- Question values range from 2-8 points each.
- The midterm exam has 35 questions and counts for 25% of your grade.
- The final is NOT cumulative and will cover only the second half of the semester. The final exam has 40 questions and is worth 35% of your grade for the course.

Overall Course Grade Make-up:

Assignment	Weight
Quizzes	15%
Discussion questions	25%
Midterm	25%
Final	35%

Grading Scale:

A = 90-100; **B** = 80-89; **C** = 70-79; **D** = 60-69; **F** = 1-59

Assignment Calendar

Unit 1: The Age of Reason and Asian Travel Literature

Week #	Readings in D2L and Text	Assignments
1	• "The Age of Reason" in *Compact Anthology of World Literature, Part 4* • Text Part 4: Kant, "What is Enlightenment?"	• Post in Discussion Area to Reading Asst. 1 • Take Reading Quiz
2	• Read Intro to Evliya Celebi in text • *Book of Travels*, pp. 1 – 20, 92 - 101	• Post in Discussion Area to Reading Asst. 2 • Take Reading Quiz
3	• "The Near East and Asia" in text • Intro to Basho in text • Text Part 4: *Narrow Road to the Deep North* in text	• Post in Discussion Area to Reading Asst. 3 • Take Reading Quiz
4	• Intro to Moliere in text • Text Part 4: *Tartuffe*	• Post in Discussion Area to Reading Asst. 4 • Take Reading Quiz
5	• Intro to Eliza Haywood in text • Text Part 4: *Fantomina*	• Post in Discussion Area to Reading Asst. 5 • Take Reading Quiz

Unit 2: Revolution, Romanticism, Realism

Week #	Readings	Assignments
6	• Introduction to Equiano text • Text Part 4: Olaudah Equiano, *Narrative of the Interesting Life* Ch. 1 – 3, 10 -12	• Post in Discussion Area to Reading Asst. 6 • Take Reading Quiz
7	• "Romanticism" in text Part 5 • Introduction to Mary Shelley in text Part 5 • Text Part 5: *Frankenstein*	• Post in Discussion Area to Reading Asst. 7 • Take Reading Quiz
8	• Introductions to Wordsworth, Keats, Blake, and Rossetti, text Part 5	• Post in Discussion Area to Reading Asst. 8 • Take Reading Quiz

	• Poems, text Part 5	
9	• "Realism," text Part 5 • Introduction to Henrik Ibsen in text Part 5 • Text Part 5: *An Enemy of the People*	• Post in Discussion Area to Reading Asst. 9 • Take Reading Quiz
10	**Midterm Exam**	

Unit 3: Modernist, Postcolonial, and Contemporary Literature

Week #	Readings	Assignments
11	• "Modernism," text Part 6 • Intro to Yeats, Owen • Poems	• Post in Discussion Area, Asst. 11 • Take Reading Quiz
12	• intro to Joyce and Mansfield, text Part 6 • James Joyce, "The Dead;" Katherine Mansfield, "The Garden Party"	• Post in Discussion Area, Asst. 12 • Take Reading Quiz
13	• Intro to Kafka • *Metamorphosis*	• Post in Discussion Area, Asst. 13 • Take Reading Quiz
14	• Intro to Postcolonialism, Tagore, and Borges • Text Part 6: Rabindrinath Tagore, *Cabulliwallah*; Jorge Luis Borges, *The Garden of the Forking Paths*	• Post in Discussion Area, Asst. 14 • Take Reading Quiz
15	• Intro to al-Shaykh and Haruki • Text Part 6: Hanan al-Shaykh, "The Women's Swimming Pool;" Murakami Haruki, "The Second Bakery Attack"	• Post in Discussion Area, Asst. 15 • Take Reading Quiz

16	• “Postmodern and Contemporary Literature,” Silko, and Durang • Text Part 6: Leslie Marmon Silko, “Yellow Woman;” Christopher Durang, *Vanya and Sonya and Masha and Spike*	• Post in Discussion Area, Asst. 16 • Take Reading Quiz
Final Exam Week	**Final Exam**	

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website: *http://affordablelearninggeorgia.org/site/final_report_submission*

Final report submission requires four files:

- *This completed narrative document*
- *Syllabus or syllabi*
    - *(if multiple files, compress into one .zip folder)*
- *Qualitative/Quantitative Measures data files*
    - *(if multiple files, compress into one .zip folder)*
- *Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px*
    - *(nearly all smartphones take photos larger than this size by default)*

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

General Information

Date: May 25, 2019

Grant Round: Nine

Grant Number: 318

Institution Name(s): University of North Georgia

Project Lead: Anita Turlington

Team Members (Name, Title, Department, Institutions if different, and email address for each):

- **Anita Turlington, Associate Professor, English, anita.turlington@ung.edu;**
- **Dr.Matthew Horton, Associate Professor, English, matthew.horton@ung.edu;**
- **Dr.Laura Ng, Associate Professor, English, laura.ng@ung.edu;**
- **Dr.Laura Getty, Professor, English, laura.getty@ung.edu;**
- **Dr.Kyounghye Kwon, Associate Professor, English, Kyounghye.kwon@ung.edu;**
- **Karen Dodson, Assistant Professor, English; Karen.dodson@ung.edu.**
- **Corey Parson, Managing Editor, UNG Press; corey.parson@ung.edu**

Course Name(s) and Course Numbers: English 2112, World Literature I

Semester Project Began: Summer 2017

Final Semester of Implementation: Spring 2018

Total Number of Students Affected During Project: 75 (Some faculty used excerpts from the materials in their course sections; 51 students in my sections used all of the materials, with Part 6 in draft form)

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- Summary of your transformation experience, including challenges and accomplishments:

  The experience was positive overall; we are very happy with the text we have developed, and it has worked well for students. We are particularly proud that the text is truly open-source and open-access because we will be able to make the text available widely and because users who wish to customize the text will be able to do so by learning SIGIL and transforming the text themselves. We look forward to the open access pedagogical conversation we will be able to engage in actively. We are also pleased to offer instructors an Instructor's Guide with sample syllabi, assignments, themed units, and resources.

  The team worked well together, and we believe that the quality of the text reflects our ability to make decisions cooperatively and produce good work. We all agreed that we learned a great deal about what resources are available online and how do develop useful resources.

  With such a large team, some challenges were inevitable. Two team members were engaged in promotion and tenure processes, so they had some challenges in meeting deadlines. The timeline was a tight one, and once we fell a bit behind, it was difficult to catch up.

  The real challenge was the peer review process, which took much longer than we had anticipated. Because we were behind on the timeline, we submitted the last part for peer review in January, and we still have not received the complete

review. Unfortunately, we were able to do only a very limited implementation of the materials in the spring as a result.

Once the peer review of Part 6 is complete, we look forward to widespread implementation in Fall 2018.

- Transformative impacts on your instruction:
  Those of us who used the materials either in part or completely (with Part 6 in draft form) agreed that the materials worked very well for online and face-to-face classes. I implemented the materials in both of my course sections, and I particularly enjoyed being able to project texts on the screen and go through them with my students in class. I changed some of the texts I generally teach, but the texts I substituted from our textbook were excellent choices.

- Transformative impacts on your students and their performance:
  As I will document in the next section, students were happy with the text we developed, found it easy to access and use, and felt that the materials helped them achieve better course outcomes. Typically, in this course, I know some students struggle to afford or purchase their texts. Some are late in purchasing their texts because of late financial aid agreements, and others rely on borrowing texts from friends. Several students told me how grateful they were not to have to worry about buying texts and having immediate access to the materials. A number of them noted how happy they were to be able to read on their smart phones.

  I use group work in class a great deal, and it was truly transformative that they all had access to their texts in every class meeting. After all, students never forget to bring their phones to class!

  I also noted that student grades were higher than the same class I taught in Spring 2016 and 2017. I only made limited changes in the texts I taught, and the only other change was in the text. I used exactly the same course structure and pedagogy.

B. Describe lessons learned, including any things you would do differently next time.

The only answer here would be to ensure that we had the materials to the peer reviewer as soon as possible. We thought our timeline was reasonable, but with such a large team, it was almost inevitable that we would face some problems.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

  “I liked that I was able to get to all of the stories just by clicking on what I wanted when I was using my phone and tablet. It was also great that I could store it in my Iphone.”

  “I enjoyed using this format because it was very easy to navigate.”

  “When I first tried to access the book through the D2L links it took me to the automatic e-reader already downloaded on my laptop, and the book was confusing to navigate, but once I downloaded Readium I enjoyed using the textbook.”

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: ___51_______

- Positive: ____95___ % of __24______ number of respondents
- Neutral: ____5___ % of __24______ number of respondents
- Negative: ___0____ % of ___24_____ number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The overall impact performance in terms of learning outcomes and grades was positive. Because we were able to implement only in a limited way, I compared the course outcomes for the two courses in which I implemented fully, using a draft of Part 6, to the same courses that I taught using the same structure and syllabus in Spring 2016 and 2017. Both retention rates and grades were higher this semester. Because of such a small sample, I am hesitant to make broad claims, but it was clear that students had consistent and easy access to the texts both in and out of class, and their higher grades, I believe, reflect that access.

Student outcomes should be described in detail in Section 3b.

Choose One:

- _x__ Positive: Higher performance outcomes measured over previous semester(s)
- ___ Neutral: Same performance outcomes over previous semester(s)
- ___ Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative? **Positive.**

Drop/Fail/Withdraw Rate:

Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

_19_____% of students, out of a total _51______ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- __x_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- ___ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- ___ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Measures Narrative

In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.

[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]

- *Include measures such as:*
    - *Drop, fail, withdraw (DFW) delta rates*
      For the two sections this semester, the overall DFW rate was 19%. In the Spring 2017 sections, the DFW rate was 27%, and in Spring 2016, the DFW rate was 24%.
    - *Average GPA*
      This semester, the average GPA in the face-to-face section was 2.9; in the online class it was 3.2. In Spring 2017, the average GPA in the face-to-face section was 2.7 and 2.9 in the online class. In Spring 2016, the average gpa's were 2.5 and 3.0.
    - *Student success in learning objectives*
      Everyone who took the final exam in both classes passed. Grades were particularly high in my face-to-face class: 12 A's, 10 B's, 3 C's, no D's or F's. They were a bit more typical in my online class: 7 A's, 5 B's, 4 C's, and 3 D's.
    - *Surveys, interviews, and other qualitative measures*
      I conducted a survey in my face-to-face class and am submitting the surveys. In my online class, students responded via email. The vast majority of responses were positive, with a few neutral. Of the 8 students who responded via email, responses were nearly identical to the surveys I conducted in class.

      My face-to-face class also served as a focus group. They discussed positive impacts on their grades as a result of using the text. Many did note that they would also be interested in having access to the text in pdf form, so that is an additional objective for us to consider going forward.
- *Indicate any co-factors that might have influenced the outcomes.* **None**

4. Sustainability Plan

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*
  We look forward to Fall semester when we will be able to implement use of the materials in a more widespread manner. We offer 8- 10 sections of World Literature II

each semester in both online and face-to-face formats. We will assess the effectiveness of the course again in the Fall using surveys and focus groups. Our plan is to update the texts at least annually and more frequently if necessary.

5. Future Plans

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*
  I had already been using online resources in most of my courses, and this experience has reinforced my intention to continue to do so. We are all interested in becoming involved in conversations about open-access pedagogy as a result of this project.

  Dr. Horton has long created and used his own online textbooks in his courses, and he has offered to assist any of us who would like to develop our own customized texts or who would like to customize this text for themed courses. We are looking forward to these opportunities.
- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*
  In our grant proposal, we stated that we planned to offer workshops on how to use the text in the Spring. As our full implementation was delayed, we now plan to offer these in the Fall. We will also offer a workshop on using SIGIL to customize the text.

  We are particularly excited about our Franken-Fridays project in October. We are working with multidisciplinary committees on each campus to plan events around the bicentennial of the publication of the novel. We will make our new text the centerpiece of this effort, as it contains the full novel in Part 5. We will promote use of the novel and our text across multiple disciplines (biology, sociology, history, and art, as well as English), so we are looking forward to involving many faculty and students in using our text outside of English 2112 classes.

6. Description of Photograph

- *On the Final Report Submission page, you will be submitting a photo. In this document, list the names of the people shown in this separately uploaded photograph, along with their roles.*
  We were unable to gather everyone into one picture as we teach on three different campuses and are only together for a department meeting once a year. We generally did our work via email and Skype.
  I am submitting a sheet with pictures of everyone, but they are individual pictures.
  The pictures show the project staff:
  Anita Turlington—Principal Investigator
  Matthew Horton—Design and Production

Laura Getty, Laura Ng, Karen Dodson, and Kyounghye Kwon—Contributing Editors
Corey Parson—Copyright and Licensing Manager, Peer Review Coordinator